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AUTHOR Curtis, Dan B.; And Others
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ABSTRACT

To answer questions regarding what factors contribute most to job search success in business and a business career, what specific courses contribute most to career success, and what would be the basic skills of an ideal manager, a study assessed the relative importance of various factors, skills, and courses in the hiring and advancement of employees of business, industrial, and governmental agencies based in the United States. Answers to a survey questionnaire, sent to 1,000 personnel managers listed as members of The American Society of Personnel Administrators in the United States, included 428 usable responses. Results indicate that the skills most valued in the contemporary job-entry market are communications skills (including oral communication, listening, and written communication). (Four tables of data are included, and 14 references and a questionnaire are appended.) (MS)

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A Survey of Business Preferences for College Grads

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Dan B. Curtis and Jerry L. Winsor
Department of Communication
Central Missouri State University

Ronald D. Stephens
Department of Business Administration
Central Missouri State University

Dan B. Curtis (Ph.D. University of Missouri-Columbia, 1974) is a Professor of Speech Communication and Chair of the Department of Communication, Jerry L. Winsor (Ph.D. University of Nebraska-Lincoln, 1975)is a Professor of Speech Communication and Graduate Coordinator, and Ronald D. Stephens (Ed.D. University of Missouri, 1976) Professor of Business Administration and Chair of the Department of Business Administration at Central Missouri State University, Warrensburg, MO 64093. The authors are indebted to Tricia L. Hansen, Joyce Hitchcock, and Robben D. Sands for their assistance with this research.

Abstract

The authors seek to answer questions regarding what factors contribute most to job search success in business, what factors contribute most to success in a business career, what specific courses contribute most to career success, and what would be the basic skills of an ideal manager. Questionnaires were mailed to 1000 personnel directors in the United States with a 42.8 percent (428) return. The results indicate that communication skills are most important for business entry-level jobs and career success.

Running head: BUSINESS PREFERENCES

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A Survey of Business Preferences for College Grads

During the past few years a lively discussion has emerged regarding which factors are most important in helping graduating college students obtain employment, perform successfully on the job, and have opportunities for advancement to higher levels of responsibility. Some have argued that students should specialize in their undergraduate programs to enhance their employability. Typically, this school of thought suggests that students develop marketable skills in business management, accounting, finance, marketing, personnel management, etc. Others have admonished students to seek a well-rounded education without over-specialization. The latter position includes striving for a strong liberal arts or general education program, including development of communication skills, that is supplemented by business, technical, and computer course work.

Obviously, business schools in the seventies and eighties have flourished under relatively massive enrollment increases. Student and parental attitudes have reflected a feeling that a business degree is a ticket to employment and advancement success. While this rather pervasive assumption has remained relatively unchallenged, studies of a number of researchers have begun to explore other alternatives to this perception.

From the communication perspective, one group of researchers (DiSalvo, Larsen & Seiler, 1976) randomly sampled 450 college graduates

from the College of Business Administration at The University of Nebraska regarding their use of communication skills. These persons had been in a business organization for five years or less. The results of their study indicate that those communication skills ranked as most important to job success include: (1) listening, (2) persuading, (3) advising, (4) instructing, and (5) small group problem solving. Additionally, students were asked what communication skills they wished they had been taught in college. The areas receiving the most emphasis included in descending order of frequency--listening, public speaking/presentation of technical information, writing, small group leadership and problem-solving communication, human relations, and persuasion and attitude theory. Some differences were shown between how personnel oriented and finance oriented respondents ranked these communication skills.

Hanna (1978), in an effort to discover: (1) what should be stressed in speech communication; (2) what should be deleted; and (3) what instruction should be continued with even greater emphasis, summarized his findings by saying that for courses oriented to career training in the business world "communication skills involved in motivating people, delegating authority, listening, direction giving and group problem solving" must be emphasized.

DiSalvo (1980) reported twenty-five studies conducted during the ten years previous that should interest educators concerned with articulating specific communication demands their students will encounter when entering their professions. The skills identified most frequently were: listening; written communication (letters, memos, written reports,

proposals and requests for information); oral reporting (usually one-on-one or in small groups within the organization); motivating/persuading (in order to get people to do their job, selling one's ideas to others in the organization); interpersonal skills (being able to get along with people, with one's work group, dealing with people problems) informational interviewing; and small group problem solving.

Smith (1982) reported a survey of business journals then current. She reported seven skills needed by college graduates seeking employment in business as follows: (1) public speaking skills, (2) knowledge of communication theory and flow of messages through organizations, (3) interviewing skills, (4) small group meeting skills, (5) dyadic communication skills, (6) listening skills, and (7) leadership. She concluded that the skills most lacking in undergraduate programs were courses in interviewing, organizational communication, and listening.

Murphy and Jenks (1982) surveyed forty-eight persons representing the six largest employment areas in the San Francisco Bay area (service, transportation, communication, and utilities, finance and insurance, government, retail, and manufacturing). The researchers noted the employers stressed that students need both functional skills (communication and persuasion, organizational management, research and investigation, human services, information management, and design and planning) and adaptive skills (aptitude, attitude, self-management, and work habits). Murphy and Jenks reported that good verbal and written communication skills were often cited by employers as important qualities that many job applicants lack. The top ten non-technical skills included

communication, writing, interpersonal communication, problem solving and listening skills. Regarding the question of what kind of problems do employers have with new, entry-level employees, the researchers found that a lack of interpersonal skills were the most frequently mentioned missing employee skill. They advised educators to heed employers' advice. The recommendations employers suggested were to: (1) help students develop or improve their non-technical skills, (2) help students develop job-search skills, (3) help students define career goals in terms of current and projected job-market trends, (4) help students develop and awareness of the demands of the workplace, (5) offer students opportunities to apply their skills through internships or work experience, (6) provide certain business-oriented courses in the general studies curriculum, and (7) work cooperatively with representatives of business and industry on employment-related issues.

Hafer and Hoth (1983) looked at the degree to which students about to enter the job market accurately perceive the priority employers place on certain hiring characteristics. They sampled 250 students and 55 business firms from manufacturing to public service. After the sample was analyzed the investigators concluded that both students and employers agree on oral communication and motivational skills as being the two most important characteristics. Students were noted to appear indecisive in ranking initiative, assertiveness, and loyalty.

Warren (1983) reported the results of a questionnaire of 113 respondents in companies ranging in size from 1,000 to 50,000 or more employees. He reported five categories of skills important for business

success: (1) communication skills, (2) analytical ability, (3) interpersonal competence, mathematical skills, and (4) specific behavioral traits and attitudes. Further, Warren reported behavioral attributes considered very important to business success. These included a sense of responsibility, the ability to adopt to change, self-assurance, independence, and appearance. Warren noted in reviewing research by Midwest College Placement Association the top four of eighteen skills and qualities included: (1) verbal communication, (2) responsibility, (3) initiative, and (4) interpersonal skills. Written communication skills were listed in ninth place. Warren reported nineteen attributes that were rated at least fairly important by his respondents could be grouped in five broader categories. The groupings included communication skills, analytical ability, interpersonal skills, mathematical skills, and behavioral traits and attitudes related to sound business practice. Warren quoted the president of a Pennsylvania firm who he felt best described the need for interpersonal skills:

> Interpersonal skills and development of two-way communications are much more important than learning how to read a balance sheet or how to develop a five-year business plan. The most important function you must learn is the ability to listen and understand (p. 14).

Bensen (1983), Director of Business and Management programs at the University of Wyoming-Casper campus, surveyed 175 personnel managers in the greater Wyoming area. The survey was designed to collect data in two specific areas: (1) which factors or skills are most important in helping graduating business students to obtain employment; and (2) which

specific courses and/or types of classes are most valuable in preparing business students for management and administrative positions. Survey results indicate that both oral and written communication skills are the most important and valuable skills a graduating business student can have or acquire, followed by work experience, energy level (enthusiasm), technical competence, and persistence/determination. Less important factors include the specific degree held (that is, finance, marketing, accounting, and so forth), grade point average, and program accreditation (or lack thereof). Respondents felt that the following types of courses, in descending order of importance, were very valuable: personnel management, general management, financial management, management ethics, and current issues in management. The courses that were found to be of "average" or "medium" importance were production management, business law, accounting, computer programming, and business-government relations.

Lindquist (1985) asked corporate employment officers what advice they would give a high school senior planning to attend college the following fall. His ten guidelines for the prospective collegian grow out of the responses of 178 corporate personnel professionals. One of the most common responses was to secure a well-rounded education without over-specialization. Qualifications of that statement included the importance of a strong liberal arts or general education supplemented by business, technical, and computer coursework. It was emphasized that students should develop strong communication skills--both written and oral.

Bennett (1985) observes that a study of the liberal arts does not incapacitate a person for gainful employment. The work of Career Center

researchers at the University of Texas, who surveyed more than 1,300 of their recent liberal arts graduates, showed that 80 percent were full-time employees, 12 percent were full-time students, 5 percent were voluntarily unemployed, and only 3 percent were unemployed and looking for work. Implications of the study include the finding that University of Texas liberal arts majors have access to more sectors of the labor market than more specialized graduates. Moreover, Bennett cites a study of the AT&T's management system which revealed 43 percent of their employees, who had majored in liberal arts, achieved at least a forth-level promotion while only 32 percent of their employees who were business majors and 23 percent of their engineer employees achieved the same distinction. Finally, Bennett relates:

> Part of all this unsuspected success, says the UT Career Center, has to do with the fact that liberal-arts graduates are likely to have developed certain skills that are indispensable to all areas of work, skills such as research, writing, speaking, and analyzing. They can then easily develop more specialized, "salable skills" in on-the-job training, internships, or graduate schools. (p. 62)

Howard (1986), after citing several studies demonstrating the superiority of humanities and social science majors (using numerous assessment factors), concludes that humanities and social science majors had the best overall performance. Additionally, she notes that the humanities and social science majors surpass the other majors (business, engineers, science, math, education, inter-disciplinary, etc.) on

intellectual ability, creatively solving business problems, decision making, written communication skills, and interpersonal and verbal skills.

Benner and Hitchcock (1986) compiled advice for students from the University of Virginia's 1984 College of Arts and Sciences Alumni Career Survey. They indicated that when those surveyed were asked to name the skills they found most critical to their current jobs, alumni listed the following: (1) oral communication; (2) written communication; (3) interpersonal skills; (4) problem-solving; and (5) critical thinking.

The editors of Changing Times (1988, February,) indicate that, "Companies are in hot pursuit of graduates with business, marketing and economics degrees; 60% of the companies in our listing are looking for them" (p. 62). In comparison, liberal arts graduates were in demand at 33% of the firms.

Thus, a review of the literature underscores the importance of communication skills to serve the undergraduate well in obtaining employment and in advancing to higher levels of responsibility in the business world.

Purpose

The purpose of this study was to assess the relative importance of various factors, skills, and courses in the hiring and advancement of employees of business, industrial, and governmental agencies based in the United States. Specifically, the study: (1) explores the factors which are most important in helping graduating students obtain employment; (2)

assesses the factor or skills in terms of their importance for successful job performance; (3) assesses which specific courses of study and/or types of courses are most worthwhile to students in preparing for entry-level management or administrative-type positions; and (4) assesses the ideal balance of managerial skills for success.

Method

Participants

A survey questionnaire (see Appendix) was sent to a random sample of 1000 personnel managers listed as members of The American Society of Personnel Administrators (ASPA) in the United States. The respondents represented several types of organizations including corporate (109), service (55), financial (30), government (18), insurance (16), retail (7), and wholesale (4). Seventy did not respond and 119 were distributed broadly in the category marked other. While the largest number of the respondents were from the midwest (110), a significant number were in the south (105), 61 from the east, and 51 were from the north. Five were from the west. (Twenty-seven did not indicate their region.) The undergraduate majors were quite diverse with business majors (192) having the broadest representation followed by Arts and Science (102), education (33), and technology (10). Several (23) did not respond to this question and 67 listed their major in the category marked other. The questionnaire was designed to collect data regarding the hiring practices, job performance, specific course values and ideal management profile. The subjects also were requested to identify the type of

organization with which they were affiliated. 428 questionnaires were returned that were usable. The return rate was over 42 percent.

Instrumentation

The instrument was patterned after a questionnaire used by Bensen (1983). A Likert-type scale was provided for raters to indicate the relative importance of each item appearing in the questionnaire. A pilot test was conducted with a sample size of 275 personnel managers in the greater Kansas City (Missouri) area with 172 questionnaires being returned. An ordinal ranking by mean scores will be reported.

Results

The data presented in Table 1 illustrate that the most frequent factors that are deemed important in aiding graduating college students obtain employment are basic oral and written communication skills. Oral communication was the top-ranked factor identified as the skill most important in helping graduating college students obtain employment.

Table 1

Factors Most Important In Helping Graduating College Students Obtain Employment

Rank/Order	Factors/Skills Evaluated	Score
1	Oral (speaking) communication	4.566
2	Listening ability	4.232
3	Enthusiasm	4.218
4	Written communication skills	4.162
5	Technical competence	4.157
6	Appearance	3.986
7	Poise	3.859
8	Work experience	3.843

9	Resume	3.612
10	Specific degree held	3.412
11	Grade point average	3.371
12	Part-time or summer employment	3.339
13	Accreditation of program	3.258
14	Leadership in campus/community activities	3.152
15	Participation in campus/community activities	3.058
16	Recommendations	2.965
17	School attended	2.824

Moreover, it is noteworthy to mention that three out of the top four factors and six of the top nine are communication skills or attributes. Such factors/skills as technical competence, specific degree held, grade-point average, part-time or summer employment, accreditation of programs (or lack thereof), and school attended, often emphasized by members of the academic community, seem to be regarded as of secondary importance.

In Table 2 our data reveal the relative importance of factors/skills essential for successful job performance. Again, the top three factors are communication skills with two of the three being oral communication competencies. Other significant factors included persistence/determination, enthusiasm, and technical competence. Skills/factors often stressed to students to be of great importance--letters of recommendation, resume quality, grade-point average, and specific degree held--were found to be considerably less importance.

Table 2

Factors/Skills Important For Successful Job Performance

Rank/Order	Factors/Skills Rated Important	Score

1	Interpersonal/human relations skills	4.480
2	Oral (speaking) communication skills	4.462
3	Written communication skills	4.278
4	Persistence/determination	4.198
5	Enthusiasm	4.164
6	Technical competence	4.120
7	Personality	3.853
8	Work experience	3.769
9	Dress/grooming	3.727
10	Poise	3.719
11	Interviewing skills	3.420
12	Specific degree held	2.925
13	Physical attractiveness	2.746
14	Grade point average	2.682
15	Resume	2.528
16	School attended	2.393
17	Letters of recommendation	2.344

Items of moderate importance include factors of personality, work experience, and dress/grooming. Poise and interviewing skills were shown as other areas of relatively moderate importance.

In Table 3 the mean responses on the Likert-type scales reveal again that both written and interpersonal communication are of paramount importance. Additionally, of great importance are ethics in management and public speaking classes. Several business classes including management, personnel management, and financial management round out the top third reported. Courses of study identified of as being of least importance by personnel managers include areas of study such as social

Table 3

Courses of Importance For Entry-level Management

Rank/Order	Course/s	Score
1	Written communication	4.343
2	Interpersonal communication	4.298

3	Management	3.948
4	Public Speaking	3.809
5	Ethics in management	3.698
6	Personnel management courses	3.649
7	Financial management	3.617
8	Computer programming	3.517
9	Marketing	3.483
10	Mathematics	3.415
11	Accounting	3.410
12	Public relations	3.341
13	Production management	3.317
14	Statistics	3.300
15	Economics	3.251
16	Social and behavioral sciences	3.249
17	Business law	3.242
18	Power and technology	2.751
19	Humanities, fine and liberal arts	2.725
20	Mass communication	2.540
21	Political science	2.499
22	Life sciences	2.369

and behavioral sciences, business law, power and technology, humanities, fine and liberal arts, mass communication, political science and life sciences. Courses rated of moderate importance include marketing, computer programming, accounting, business law, public relations, mathematics, statistics, economics, and production management.

Table 4 indicates the results of the mean ratings regarding the importance of ideal balance of traits/skills for a young manager to possess to advance in an organization. The top five areas reported are all basically communication skills. The relatively least important traits/skills reported include ability to use business machines,

Table 4

Ideal Management Profile

Rank	Trait/Skill	Score

1	Ability to work well with others one-on-one	4.533
2	Ability to gather accurate information from others to make a decision	4.461
3	Ability to work well in small groups	4.452
4	Ability to listen effectively and give counsel	4.437
5	Ability to give effective feedback (appraisal)	4.262
6	Ability to write effective business reports	4.257
7	Knowledge of job	4.153
8	Ability to present a good public image for the organization	4.071
9	Ability to use computers	3.696
10	Knowledge of management theory	3.425
11	Knowledge of finance	3.342
12	Knowledge of marketing	3.311
13	Knowledge of accounting	3.210
14	Ability to use business machines	2.861

knowledge of accounting, knowledge of marketing, and knowledge of finance. Of moderate importance were trait/skills that include ability to write effective business reports, knowledge of job, ability to present a good public image for the organization, the ability to use computers, and knowledge of management theory.

Discussion

From the results of this study, it appears that the skills most valued in the contemporary job-entry market are communication skills. The skills of oral communication (both interpersonal and public), listening, written communication and the trait of enthusiasm are seen as the most important. It would appear to follow that university officials wishing to be of the greatest help to their graduates in finding employment would make sure that basic competencies in oral and written

communication are developed. Courses in listening, interpersonal, and public communication would form the basis of meeting the oral communication competencies. One way to meet the written requirement would be to include courses in rhetorical and business writing. Training in interviewing skills would be in order to prepare the university graduates to maximize their appearance and personality projection. Interviewing courses also provide assistance in developing a list of references, increasing resume quality, enhancing interview poise, etc. Such factors/skills as technical competence, specific degree held, grade-point average, part-time or summer employment, accreditation of program, and school attended appear to be regarded as of secondary importance.

The ideal management profile results are congruent with the prerequisites for hiring and for successful job performance. Also, the specific course values tend to further complement this profile. We strongly suggest employers recognize that effective communication skills are tantamount to success in the business organization. Data analysis indicates the importance of young managers developing added competencies in interpersonal communication.

Implications

Perhaps there is a middle road between the school of thought advocating specialization with the emphasis in the business college and the school of thought suggesting a liberal arts or general education program most commonly found in a College of Liberal Arts. Clearly, personnel directors are calling for graduates with strong oral and

written communication skills. But, the liberally educated person obviously should be acquainted with the " . . . pressures, woes, agonies, problems, and successes of business in our society" (Hilderbrandt, 1982, p. 11). Such an argument mandates exposure to the "engine" of our economy--business--in spite of the fact that business is now more service driven than production driven. Therefore, we suspect the more attractive job applicants and more successful profiles of those advancing through the ranks are those who emphasize communication and business courses in their college curriculum. We strongly urge that communication and business departments close ranks and offer a blended portfolio of courses that produce the factors and skills essential to career success rather than feed the often adverse relationship that develops in competing for students.

It is our belief and the belief of perspective employers throughout the United States that courses such as public speaking, listening, and interpersonal communication should be included as an oral communication core in such a blended program. In particular, it is evident that stronger emphasis must be given to interpersonal communication where the ability to work well with others on a one-to-one basis (handle human relations and conflict management), to perceive and interpret nonverbal cues, and work effectively in small groups. If students do not have the understanding and skills these courses provide undoubtedly they will lack the "outcomes" necessary for functioning effectively in the market place, much less the competencies and experiences important to function as a productive family member and citizen in our democratic society.

One means of strengthening ties between liberal arts and professional fields has been suggested in the report prepared by a voluntary coalition of faculty and staff members who teach or serve as administrators in both liberal-arts and professional programs. Their report includes urging (1) administrators to promote discussion about shared educational goals and approaches, and to create structures that reward interdisciplinary teaching and research; (2) making liberal-arts material relevant to professional students, (3) joint-teaching appointments across disciplines and more courses team-taught by liberal-arts and professional-school faculty members, (4) clustered courses for students to take simultaneously rather than a program in which undergraduates complete liberal-arts work before they begin pre-professional training, (5) brown-bag lunches and other informal activities where students in a variety of programs can discuss topics of mutual interest, and (6) guidelines to urge job recruiters and graduate-school representatives to be less narrow about what they want from undergraduates. (Reform of undergraduate education, 1988.)

Finally, it is evident that the training needs in industry are such that communication and business departments need to join together in providing the educational opportunities that changing realities in the business world mandate. Too often each discipline has been reactive rather than proactive in emphasis and direction within our respective curricula to make substantial contributions to the existing needs of industry and, thereby, enhance professional opportunities for our graduates.

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Appendix

The Ideal Entry-Level and Management

Profile Questionnaire

We are seeking feedback to provide the best possible training for our graduates in business and communication. Further, we wish to report our findings to training centers, a national journal, and at professional conferences. You have been selected randomly from a pool of persons with responsibility in a business, educational, or governmental organization. Your completed response is very important to our study.

PLEASE complete and return the survey by March 4, 1988. Thank you for participation in this national study.

Section I

1. What type of organization do you manage, own, etc.? [Check all that apply)

   [ ] Public (i.e., governmental)
   [ ] Corporate
   [ ] Wholesale
   [ ] Retail
   [ ] Financial
   [ ] Service
   [ ] Insurance
   [ ] Other (please identify) _____

2. Regional area of your employment?

   [ ] North
   [ ] South
   [ ] Midwest
   [ ] East
   [ ] West

3. What was your undergraduate major?

   [ ] Business
   [ ] Education
   [ ] Arts and Science
   [ ] Technology
   [ ] Other, please list _____

Please forward the completed questionnaire to: Ron Stephens, Ed.D., M.B.A. Coordinator, College of Business and Economics, Dockery Building, Central Missouri State University, Warrensburg, MO 64093, (816) 429-4289.

Section II

1. There has always been a lively discussion over which factors are most important in helping graduating college students obtain employment. On a scale of 1 to 5 please rate the following factors or skills in terms of how important you feel they are in evaluating applicants seeking employment with your organization. Please place an "X" on each scale with a "1" signifying very little importance and a "5" signifying great importance, as shown in the example below:

EXAMPLE: ____/____/_X_/____/____/
1 2 3 4 5

	very little				great
Accreditation of program (e.g. AACSB)	1	2	3	4	5
Appearance	1	2	3	4	5
Resume	1	2	3	4	5
Oral Communication (speaking skills)	1	2	3	4	5
Grade Point average	1	2	3	4	5
Work Experience	1	2	3	4	5
Poise	1	2	3	4	5
School Attended	1	2	3	4	5
Recommendations	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Technical Competence	1	2	3	4	5
Listening ability	1	2	3	4	5
Specific Degree Held	1	2	3	4	5
Written Communication Skills	1	2	3	4	5
Leadership in Campus/Community Activities	1	2	3	4	5
Participation in Campus/Community Activities	1	2	3	4	5

	1	2	3	4	5
Part-time or Summer Employment	____/	____/	____/	____/	____/
Others (please list)					
_____	____/	____/	____/	____/	____/
_____	____/	____/	____/	____/	____/
_____	____/	____/	____/	____/	____/

Job Performance

2. Please rate the factors or skills below in terms of their importance for successful job performance. Place an "X" on each scale with a "1" signifying very little importance and a "5" signifying great importance.

	very little 1	2	3	4	great 5
Poise	____/	____/	____/	____/	____/
Oral Communication (speaking skills)	____/	____/	____/	____/	____/
Enthusiasm	____/	____/	____/	____/	____/
School Attended	____/	____/	____/	____/	____/
Dress/Grooming	____/	____/	____/	____/	____/
Physical Attractiveness	____/	____/	____/	____/	____/
Interpersonal/Human Relations Skills	____/	____/	____/	____/	____/
Resume	____/	____/	____/	____/	____/
Work Experience	____/	____/	____/	____/	____/
Written Communication Skills	____/	____/	____/	____/	____/
Interviewing Skills	____/	____/	____/	____/	____/
Persistence/Determination	____/	____/	____/	____/	____/
Grade-Point Average	____/	____/	____/	____/	____/
Technical Competence	____/	____/	____/	____/	____/
Personality	____/	____/	____/	____/	____/

Letters of Recommendation	1 2 3 4 5
Specific Degree Held	1 2 3 4 5
Other (please list):	
_____	1 2 3 4 5
_____	1 2 3 4 5

Section III

Specific Course Values

1. There has been a historic discussion over which specific courses of study and/or types of classes are of most worth to students in preparing for entry-level management or administrative-type positions in the job market. On a scale of 1 to 5 please rate the following courses or types of classes in terms of how important you feel they are in preparing students for employment with organizations such as yours. Place an "X" on each scale with a "1" signifying little importance and "5" signifying great importance.

	very little				great
Public Speaking Courses	1	2	3	4	5
Accounting	1	2	3	4	5
Computer Programming	1	2	3	4	5
Interpersonal Communication	1	2	3	4	5
Management	1	2	3	4	5
Written Communication	1	2	3	4	5
Social & Behavioral Sciences Courses (i.e. Sociology,Psychology, etc.)	1	2	3	4	5
Humanities, Fine & Liberal Arts Courses (i.e. Music, Literature, etc.)	1	2	3	4	5
Life Sciences (i.e., Biology, Zoology, etc.)	1	2	3	4	5
Political Science Courses	1	2	3	4	5

Mass Communication (i.e. broadcasting, TV, radio, film, journalism, etc.)	1 2 3 4 5
Statistics	1 2 3 4 5
Business Law Courses	1 2 3 4 5
Marketing	1 2 3 4 5
Public Relations	1 2 3 4 5
Personnel Management Courses	1 2 3 4 5
Mathematics	1 2 3 4 5
Power and Technology	1 2 3 4 5
Economics	1 2 3 4 5
Ethics in Management	1 2 3 4 5
Production Management	1 2 3 4 5
Financial Management	1 2 3 4 5
Other (please list)	
_____	1 2 3 4 5
_____	1 2 3 4 5

Section IV

Ideal Management Profile

1. What would you consider the ideal balance for a young manager to possess in order to do well in your organization? Please rate the following skills in terms of importance as you see them. Please place an "X" on each scale with a "1" signifying very little importance and a "5" signifying great importance.

	very little				great
Ability to work well with others one-on-one	1	2	3	4	5
Ability to work well in small groups	1	2	3	4	5

Knowledge of job	1 2 3 4 5
Ability to gather accurate information from others to make a decision	1 2 3 4 5
Ability to use business machines	1 2 3 4 5
Ability to use computers	1 2 3 4 5
Ability to give effective feedback (appraisal)	1 2 3 4 5
Ability to listen effectively and to give counsel	1 2 3 4 5
Knowledge of management theory	1 2 3 4 5
Knowledge of finance	1 2 3 4 5
Knowledge of accounting	1 2 3 4 5
Ability to present a good public image for the organization	1 2 3 4 5
Knowledge of marketing	1 2 3 4 5
Ability to write effective business reports, etc.	1 2 3 4 5
Others (please list)	
_____	1 2 3 4 5
_____	1 2 3 4 5

Thank you for your assistance with this questionnaire. As you can tell, this information will be invaluable to our departments in our effort to be responsive to student needs. Please return by March 4, 1988 to:

Ron Stephens, Ed.D.
M.B.A Coordinator
College of Business and Economics
Central Missouri State University
Warrensburg, MO 64093
(816) 429-4289